

## Houghton Mifflin English Trade Books, Kindergarten

Houghton Mifflin Company

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Grade Level P1 - Kindergarten

Readability Level

Course / Content Language Arts  
Writing

List Price: 87.16

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*The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.*

**Content** Houghton Mifflin English π2006 is a complete grammar and writing program for grades K-6. The program teaches students the processes, strategies, and skills they need to listen, speak, and write for clear and effective communication. Grammar, Usage, and Mechanics units include all parts of speech appropriate to each grade level.

Grammar lessons consistently open with a One-Minute Warm-Up exercise, and they feature direct instruction supported by charts and graphic aids whenever possible. Try It Out guided practice exercises are also available on CD. On Your Own independent practice contains traditional numbered exercises and, more importantly, provides Proofreading practice in the paragraph format frequently found on standardized tests. Each grammar lesson concludes with a quick Writing Wrap-Up activity. Revising Strategies and Sentence Fluency lessons appear throughout each grammar unit. Enrichment lessons, Check-Up, Test Practice, and Extra Practice pages complete each unit.

Each Writing Unit introduces published models and student models for students to read and respond to as writers. Student rubrics and graphic organizers are integral to the 5-step writing process. Individual composition skills, such as plot, setting, elaborating reasons, topic sentences, openings and closings are integrated with process steps. Based on recent research on effective writing, all 6 + 1 Traits (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) are taught in the writing units. Communication Links teach related listening, speaking, and viewing skills to close each writing unit.

Houghton Mifflin English π2006 truly integrates the language arts. Practice in grammar units always includes revising and proofreading. Writing units always include grammar and spelling connections. Each grade level book concludes with a comprehensive Student Handbook with a Guide to Capitalization and Punctuation, Building Vocabulary, Spelling Guide, Research and Study Strategies, Thesaurus Plus, and Glossary of Language Arts Terms.

**Student Experiences** With each writing unit, students read and discuss models for each type of writing (also on CD), create graphic organizers, draft original essays ranging from personal narratives to persuasion, and revise and proofread drafts to complete a portfolio piece of writing. Students also practice grammar and usage with paragraph-length proofreading activities and interactive Web-based activities at Education Place: [www.eduplace.com](http://www.eduplace.com). Communication activities include panel discussions, conducting a debate, and distinguishing fact and opinion.

**Assessment** Houghton Mifflin English provides end-of-unit Grammar and Writing Assessments on blackline masters, and customized unit tests are available electronically with the Test Generator CD-ROM. Writing assessments in the Student Book feature scoring rubrics for each type of writing, and unit

	review test practice is highlighted on at the end of each unit. Additional scoring rubrics, benchmark papers, and analytic scoring guides are in the specialized Support for Writing Tests Booklet (4-point rubric version).
Organization	<p>Kindergarten teacher-led instruction is delivered through the Teacher's Edition, Poster Book pages, BLM activities, Literature, and CDs. In Grades 1 and 2, the Student Book has alternating writing and grammar units. Grade 1 is a consumable book. Grade 2 is published in content-compatible consumable and non-consumable versions.</p> <p>Student Books for Grades 3-6 are non-consumable and are organized as handbooks. Each grade level opens with a Getting Started unit highlighting all steps in the writing process. Part 1, color-coded blue, contains Grammar, Usage and Mechanics units. End-of-unit assessment includes mixed review and cumulative tests. Units in Part 2, color-coded green, teach writing, listening, speaking, and viewing skills. End-of-unit writing assessment, reflecting instruction within each unit, provides writing prompts with step-by-step plans to write an essay. Special Focus writing activities include forms of writing from letters and applications to poetry. Communication Links, such as viewing media, participating in panel discussions, and recognizing propaganda techniques, incorporate listening, speaking, and viewing skills. Part 3 Tools and Tips is the final handbook section, color-coded red.</p> <p>The Teacher's Edition, Overhead Transparencies and Blacklines, Students Acquiring English Blacklines, CDs, and Teacher's Resource Book help teachers successfully instruct all students. Workbook Plus, Reteaching Workbook, Leveled Practice CD, and activities at <a href="http://www.eduplace.com">www.eduplace.com</a> supply students with meaningful practice exercises for every unit. Writing and Grammar Tests, Support for Writing Tests, and the Test Generator CD accommodate teachers' testing preferences.</p>
Resource Materials	Please see gratis items.
Gratis Items to be provided and under what conditions	<p>Gratis items to be provided and under what conditions:</p> <p>Upon the purchase of the Poster Book and Trade Books for Kindergarten and a classroom set of HOUGHTON MIFFLIN ENGLISH Pupil Editions for Grades 1-6 Houghton Mifflin will provide the following materia</p>
Available Ancillary Materials	<p>Activity Masters, Kindergarten \$ 99.00</p> <p>Power Proofreading (15-CD Multipack), – 2001 Grades 3-6 \$ 156.00</p> <p>Test Generator, Grades 1-6 – 2001 \$ 99.00</p>

#### Research Data and Evidence of Effectiveness

*Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.*

Research Available	<p>YES - provide information below</p> <p>Houghton Mifflin Company has been committed to developing programs based on scientific research since well before No Child Left Behind. In order to ensure that all of our programs reflect the most current research available, the company relies on the collective knowledge and expertise of noted scholars and educators as well as numerous research studies from various sources. In addition to the authoritative academic research that forms the base of our programs, the company has conducted primary research in order to document the effectiveness of each program. Two case studies (summarized below) have shown Houghton Mifflin English to be effective in improving student achievement.</p> <p>Student Performance on the TCAP Writing Assessment in Eight Tennessee School Districts Using Houghton Mifflin English examines student performance on the TCAP writing assessment over a five-year period (from 1997 to 2002) for fourth- and seventh-grade students in eight Tennessee districts using Houghton Mifflin English. Findings</p>
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show that after implementing the Houghton Mifflin program in the 1997-1998 school year and in the years following implementation, the eight districts saw considerable gains in student test performance that helped close the achievement gap between their students and students statewide.

The analysis of Houston Independent School District's student performance on the TAAS writing assessment after one year of using Houghton Mifflin English looks at the change in student performance on the TAAS writing assessment after the implementation of the Houghton Mifflin program compared to the change in performance statewide for the same time period (2001 to 2002). Results show that after using Houghton Mifflin English for one year, HISD schools saw an increase in the number of students passing the writing portion of the TAAS at the tested grade levels 4 and 8. The study also found that gains among selected HISD schools with disproportionate minority and economically disadvantaged enrollments were greater than those experienced by either the district or the state overall.

#### Student Performance on the TCAP Writing Assessment in Eight Tennessee School Districts Using Houghton Mifflin English

Following the implementation of Houghton Mifflin English in the 1997-1998 school year, gains in the percent of fourth grade students performing at or above the competent level on the TCAP Writing Assessment, Tennessee's state assessment, ranged from 11 to 32 points, with three districts exceeding and two districts approaching the state's gain of 18 points.

¶ The number of the districts having 50% or more of their fourth graders scoring competent or better on the TCAP Writing Assessment went from none in 1997, the year prior to the implementation of Houghton Mifflin English, to all by 1999, two years after the implementation of the Houghton Mifflin program.

¶ The number of these districts having 70% or more of their seventh graders scoring competent or better on the TCAP Writing Assessment went from one in 1998, one year after the implementation of Houghton Mifflin English, to seven by 2002, four years later.

¶ When cohorts of students using Houghton Mifflin English are tracked longitudinally from grade 4 (1998) to grade 7 (2001), the gains in the percent performing at or above the competent level range from 10 to 61, with four districts seeing gains greater than the state's gain of 25 points.

#### Houston Independent School District's Student Performance on the TAAS Writing Assessment after One Year of Using Houghton Mifflin English

Following the implementation of the Houghton Mifflin English program in the 2001-2002 school year, student performance on the writing portion of the TAAS, Texas's state assessment, increased.

¶ Gains in the percent passing the TAAS writing test at grade 4 in selected HISD schools with disproportionate at-risk populations ranged 19 to 37 points compared to the state's and district's gains of 1 point.

¶ Gains in the percent passing the TAAS writing test at grade 8 in selected HISD schools with disproportionate at-risk populations ranged 10 to 17 points compared to the district's 3 point gain and the state's 1 point loss.

In addition, 19 teacher reviewers in 17 states evaluated prepublication pages for grade level appropriate content.

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#### Overall Strength and/or Weaknesses

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:

### Summary Form

I.	Technology Component Summary	1.000.00
	The handwriting blackline masters will allow the teacher to create specific letter practice for the student. The Power Proofreading CD allows the student to proofread their writing and correct. Hints or cues are given as to what and where the mistakes ar	
II.	Reading Content Summary	
	In the early primary, reading aloud to the children is an activity to teach listening skills. Students hear the words and letter sounds and eventuallly learn to write letters and words and learn basic parts of speech. Writing skills progress throughout	
III.	Writing Content Summary	1.83
	The materials teach grammar skills in a unit then proceed to teach a writing skill to accompany the skills learned. This pattern is evident throughout the K-Third grade series. A student writing model accompanies the lessons. Students are exposed to th	
IV.	Grammar and Spelling Content Summary	1.75
	The text features grammar rules and usage forms along with the practice exercises. Reteaching and workbook plus also accompanies the text to continue to reinforce the skills taught and to aid those children experiencing difficulty. Students are exposed t	
V.	Listening /Speaking / Observing Content Summary	1.00
	Students are given strategies on speaking, listening and writing skills that are age appropriate along with models.	
VI.	Inquiry Content Summary	1.00
	Students are given strategies on using technology and other research avenues.	
VII.	Technology Content Summary	
	Students are given strategies on using technology and other research avenues. There is a lack of technology software or activities for the students to use.	
VIII.	Audience: Teacher Materials Content Summary	1.20
	Differentiated materials and strategies for helping children succeed are included. Skills strategies to assist special needs students and ESL students are also available in the teacher's edition.	
IX.	Audience : Student Materials Content Summary	1.50
	A tools and tips section is included in the back of the student text. These include: listening and speaking strategies, building vocabulary, research and study strategies, test-taking strategies, using technology, writer's tools, guide to capitalization,	
X.	Format Content Summary	1.43
	A tools and tips section is included in the back of the student text. These include: listening and speaking strategies, building vocabulary, research and study strategies, test-taking strategies, using technology, writer's tools, guide to capitalization, A formal scope and sequence page was not present but upon reviewing the material there is a logical organization of content.	
XI.	Ancillary Materials Content Summary	1.00
	Teacher's edition contains snapshots of the students' pages and any materials that are needed. Teacher resources, ideas, nor professional data are available on line.	

## **READING CONTENT**

In the early primary, reading aloud to the children is an activity to teach listening skills. Students hear the words and letter sounds and eventually learn to write letters and words and learn basic parts of speech. Writing skills progress throughout

These materials are reviewed as a K-Third grade set.

## **WRITING CONTENT**

The materials teach grammar skills in a unit then proceed to teach a writing skill to accompany the skills learned. This pattern is evident throughout the K-Third grade series.

The writing units keep the student on track and help with idea development and writing skills.

The students are given focus skills to address the various aspects of writing.

Grammar skills on how to create sentences are taught along with usage in writing various genres.

Correct usage and appropriate wording is addressed in focus skills and strategies while writing.

Editing is emphasized so that corrections are made prior to publishing. A software program entitled Power

Proofreading is available for the students to use when they are ready to edit their writing pieces.

The materials teach grammar skills in a unit then proceed to teach a writing skill to accompany the skills learned.

This pattern is evident throughout the K-Third grade series. A student writing model accompanies the lessons.

Mechanics and usage lessons are infused within the skills unit and writing until

Students have opportunities to have various writing experiences.

Students have many opportunities for practice both in the text and with extra skills pages provided in the teacher's resources.

Age appropriate strategies are given to the students in oral language, written language and media technology.

Differentiated instruction and strategies hone the students' skills.

## **GRAMMAR AND SPELLING**

The text features grammar rules and usage forms along with the practice exercises. Reteaching and workbook plus also accompanies the text to continue to reinforce the skills taught and to aid those children experiencing difficulty.

The materials teach grammar skills in a unit then proceed to teach a writing skill to accompany the skills learned.

This pattern is evident throughout the K-Third grade series.

Writing skills are consistently taught in every other unit spiraling back to the grammar and writing skills learned previously.

Students are exposed to the varied writing models and units that teach writing. They are shown models as examples and then groups may create a particular type of writing and then in other instances individual writing is required.

Strategies to address all learners are included within the text. Children with special needs are also included in the differentiated instruction.

The spelling guide contains a list of often misspelled words and a spelling guideline that has spelling rules.

A spelling guide accompanies the text to give the student strategies needed in spelling.

A tools and tips section is included in the back of the student text. These include: listening and speaking strategies, building vocabulary, research and study strategies, test-taking strategies, using technology, writer's tools, guide to capitalization,

## **LISTENING / SPEAKING / OBSERVING**

Students are given strategies on speaking, listening and writing skills that are age appropriate along with models.

Students have opportunities to create and give presentations in various forms.

Skills and models are given within the student text on how to speak and present to a group.

Listening, speaking, and observing skills are taught throughout the K-Third grade program.

These materials were reviewed as a K-3 grade set.

## **INQUIRY**

When writing the students are given strategies on ideas, process, etc.

Students are given strategies on using technology and other research avenues.

## **TECHNOLOGY CONTENT**

Students are given strategies on using technology and other research avenues.

These materials were reviewed as a K-Third grade set.

### **AUDIENCE: TEACHER MATERIALS**

The teacher's materials include strategies for students in varying skill areas. Differentiated instruction strategies aid in the success of those students having difficulty.

The assessments are fill in the blank or rewrite a sentence. There are opportunities for some on demand writing assessment.

Reteaching and workbook plus skills books accompany the materials along with differentiated instruction strategies. Kindergarten materials contain read aloud books.

Differentiated materials and strategies for helping children succeed are included. Skills strategies to assist special needs students and ESL students are also available in the teacher's edition.

Thumbnail snapshots of the student pages are incorporated in the teacher's edition along with skills pages.

These materials were reviewed as a K-3 set.

### **AUDIENCE: STUDENT MATERIALS**

Black line masters and CDs accompany the teacher's materials so that handwriting skills may be addressed.

Kindergarten materials contain a selection of read aloud books. The student text also features diverse student writing models.

The materials teach grammar skills in a unit then proceed to teach a writing skill to accompany the skills learned.

This pattern is evident throughout the K-Third grade series.

Task are given to the students that promote the three kinds of writing.

### **FORMAT**

A formal scope and sequence page was not present but upon reviewing the material there is a logical organization of content.

Student text contain definitions to address the skills taught.

Correct grammar and writing models are present throughout the series.

Diversity is present in the pages of the students' text. The illustrations and language are age-appropriate.

The material is appealing and age appropriate.

The softcover books may deteriorate quicker with daily use but the hardcover books should be durable and conducive to daily use.

A tools and tips section is included in the back of the student text. These include: listening and speaking strategies, building vocabulary, research and study strategies, test-taking strategies, using technology, writer's tools, guide to capitalization,

These materials were reviewed as a K-third grade set.

### **ANCILLARY MATERIALS**

Teacher's edition contains snapshots of the students' pages and any materials that are needed.

Differentiated instruction addresses student needs.

ELL assistance is noted.

These materials were reviewed as a K-third grade set.